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ABSTRACT

This manual is intended for municipal managers, union representatives, and others interested in establishing workforce literacy programs (WFLPs). Content is based on the experience of five Canadian municipalities where WFLPs were established. Chapter 1 addresses the challenge for municipalities to manage change in the workplace and provides a checklist to help determine whether it is time to consider a WFLP. Chapter 2 highlights the 12 principles that help ensure that the WFLP meets the needs of all stakeholders in the municipal government operation. Chapter 3 describes methods to create commitment to the WFLP. Chapter 4 focuses on planning and implementing the WFLP. Chapter 5 discusses evaluation and methods to ensure the programs sustainability. Chapter 6 profiles the five workplace literacy pilot projects and draws out the common themes that emerged from their experiences. Chapter 7 provides a select bibliography of 38 adult literacy resources in these categories: general reference, curriculum, needs assessment, clear language guidebooks, audiovisual materials, and French resources. Chapter 8 is a table of organizational resources by province/territory. Contact information is provided for literacy coalitions, provincial federations of labor, and provincial government literacy coordinators. (YLB)

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THE WRITING'S ON THE WALL

IMPLEMENTING A MUNICIPAL WORKFORCE LITERACY PROGRAM: AN ORGANIZER'S GUIDE

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THE WRITING'S ON THE WALL

IMPLEMENTING A MUNICIPAL WORKFORCE LITERACY PROGRAM: AN ORGANIZER'S GUIDE

By:
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March 2000

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On behalf of the Canadian Association of Municipal Administrators, we want to express our gratitude and appreciation to all our partners who have played a key role in the Literacy in the Municipal Workforce Project since 1994. With their on-going commitment and support we have been able to reach out to municipal governments and unions across the country and encourage them to look closely at the skill needs of their workforce.

The Project Steering Committee and the Advisory Committee (CAMA Board of Directors) have provided invaluable advice, expertise and guidance throughout the Project. Michelle O'Brien (Chair), Graham Deline and Cathy Remus (CUPE), Mary Jo Woollam (CAMA Board member), Joan Bernard (Association of Community Colleges of Canada), Aimée Fortier (City of Ottawa), Brian Bell (Consultant), Craig McNaughton (Movement for Canadian Literacy), and Tamara Levine (CLC) have been faithful members of the Steering Committee.

We also must recognize the generous financial assistance and moral support that has come from the National Literacy Secretariat (NLS). Our special thanks to Brigid Hayes, Program Consultant, for her continued support and encouragement. We wish, as well, to thank Ruth Baldwin for her advice and assistance in ensuring that our publications reflect clear language principles.

Finally, we must acknowledge the efforts and commitment of our five pilot projects and their stakeholder committees. They embarked with us on a journey that has taken them into new territory. They have all approached workforce literacy in their own unique way and they have contributed enormously to our learning. Chapter 6 highlights their achievements.

We hope this manual will enhance the ability of municipal governments, their unions, and partners to implement a workforce literacy program. The personal and corporate benefits of these programs make the effort well worthwhile.

DB Lagore
President

LE Strang
Past President

PREFACE

This manual is written for municipal managers, union representatives and others interested in establishing workforce literacy programs. The content is based on the experience of five Canadian municipalities where workforce literacy programs were established during Phase 3 of CAMA's Literacy in the Municipal Workforce Project.

In eight easy-to-read chapters, the manual provides readers with the following information:

- A collaborative organizational approach to implementing workforce literacy programs;
- Practical suggestions to help build awareness and gain commitment for a workforce literacy program;
- Step-by-step advice on setting up the program and ensuring its sustainability within the structure of the municipal workplace;
- Highlights from the experience of the five pilot programs on workforce literacy;
- Learning materials and resources.

The Literacy in the Municipal Workforce Project continues to use the definition of workforce literacy established in our first publication, The Writing's on the Wall: Investing in Municipal Workforce Literacy. We believe this broad definition reflects the needs and realities of today's municipal governments.

Literacy in the municipal workforce means:

- Recognizing the fundamental need for workforce literacy;
- Providing opportunities for workers to acquire education in the municipal workplace, which will enable them to participate more fully in their work environment, home and community. Workplace programs may include basic skills (reading, writing, numeracy) as well as technological skills necessary for the work environment.

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1 Workforce Literacy- Why Now?

The Challenge for Municipalities

Municipalities are being challenged to find better ways of managing change in the workplace. New technology, complex information systems and new management approaches represent one kind of challenge. Another comes from the need for enhanced service to the public. Municipalities must also deal with the changing nature of the workforce - retirement of experienced employees, greater numbers of women, young people and minorities, and greater awareness of the need for upgrading skills.

On the one hand, municipalities are finding they must learn how to "do business better" as their financial and human resources change or are reduced. On the other hand, municipal governments are being challenged to develop a culture of continuous learning to ensure that employees have the skills required to handle new workplace demands.

At the same time, unions across Canada are recognizing that worker-centred literacy programs benefit individual members, while also strengthening the union. Unions have an important role to play in ensuring that workplace training is available for all workers, not just those in technical or administrative positions. Unions also have an interest in promoting training that recognizes the many roles that employees have beyond the workplace - as individuals, and as members of families, unions and communities.

Municipal employers and unions need to work together to develop strategies for managing change that will be appropriate for their workforce. The addition of a workforce literacy program is one way that municipal governments can provide opportunities for employees to upgrade existing skills and learn new ones.

A successful workforce literacy program produces benefits not only in the workplace but also in the home and community. It's a "win-win" situation whichever way you look at it.

Is it Time for Your Municipality to Consider a Workforce Literacy Program?

Do you recognize any of these situations in your workplace?	YES	NO
Downsizing & Restructuring • Is the job security of workers, particularly those in blue-collar jobs, threatened? • Does the decision to retain a position or to transfer a worker to another department depend on the worker's range of general skills and ability to adapt to a new work situation? • Is front-line staff now being expected to make more decisions?		
Health & Safety • Has health and safety been an issue in your organization? • Has the health and safety of workers or the public been put in danger because signs or instructions could not be read or understood?		
Staffing/Retraining • Is your workforce aging or more diverse than it used to be? • Are you considering reorganizing your existing workplace? • Do you have workers on compensation benefits who may not have sufficient skills to be assigned to another job? • Are the training and upgrading requirements for workers increasing? • Do all workers have the opportunity to participate in training programs? Are any groups under-represented? • Do workers sometimes lack basic skills that would allow them to take part in or gain from further training in the workplace such as WHMIS? • Do workers apply knowledge and skills from training programs on the job? • Has a worker been denied a promotion because of insufficient literacy or language skills? • Are employees required to pass written tests to gain certification?		
Technology • Are workers reluctant to use new technologies such as voice mail, fax machines, and e-mail? • Is staff using more automated equipment and tools on-the-job? • Have computer databases replaced paper forms for storing and collecting information or making reports?		

Union Participation	YES	NO
• Are you concerned that some members of your union do not actively participate in union activities because they lack basic skills? • Do your members have difficulty understanding what their rights are? Do they have difficulty reading the collective agreement? • Are there members who would like to take union education courses but who need an opportunity to upgrade their skills first?		
Labour/Management Relations		
• Are you looking for an opportunity to work cooperatively in an area of mutual interest? • Are you interested in exploring a set of guidelines for on-the-job training? • Are you interested in working together to train workers on new technologies?		

Did you answer "yes" to any of these questions? While each situation may result from a number of factors, literacy should be always considered one possible factor.

If you are a municipal manager, elected official, or union representative, and you recognize any of the situations listed above, you should find out more about workforce literacy programs. Please read on for critical information that will help you implement a workforce literacy program.

2

What makes a Successful Workforce Literacy Program?

There is no "quick fix" for developing basic skills in the workplace. A long-term commitment is required to establish a learning culture that includes workers at all skill levels. The overall training program of the corporation must reflect a broad approach to continuous learning.

During Phases 2 and 3 of the Literacy in the Municipal Workforce Project, twelve principles were identified to guide the development of workforce literacy programs. These principles reflect the "best practices" of literacy programs across the country. They can be adapted as needed for different situations. In general, following these principles will help to ensure that the program meets the needs of all stakeholders in the municipal government operation.

Effective workplace literacy programs follow these principles:[1]

1. Assign responsibility for a workforce literacy program to a committee that has decision-making power.

For a workforce literacy program to be successful, it is essential that responsibility for the program be assigned to a committee that is part of the decision-making structure of the organization. An existing committee is sometimes asked to take on this responsibility rather than creating a new committee. The committee should have equal representation from management and labour. Its mandate should be to jointly develop a workforce literacy program from the planning stage through to implementation and evaluation.

1 These principles are taken from the CAMA Project's Phase 2 manual - *The Writing's on the Wall: Investing in Municipal Workforce Literacy*. They capture the essence of the research from a number of sources: Phase 2 of the CAMA project; ABC Canada's *"Principles of Good Practice in Workplace/Workforce Education: A Report on the Think Tank"*; the Foundation Skills Project; and the Ottawa YM-YWCA publication, *An Organizational Approach to Workplace Basic Skills: A Guidebook for Literacy Practitioners*. The five pilot projects were encouraged to base their programs on these principles.

2. Develop support for the literacy program in all branches of the municipal administration.

The goals of the program should be clear to all employees, including senior managers, middle managers, unions and workers in all job classifications. Participation in the program should be recognized as a significant contribution to the municipality's organizational objectives. Managers and unions should demonstrate their support by encouraging employees to attend, and by recognizing the value of the program to both the employer and employee.

3. Integrate literacy into your municipal government's long-term plans.

Literacy needs to be considered in relation to other factors, such as the organization's training and development strategies, internal communications, technology, service to the public, and the need for transferable skills within the workplace. Adopting a clear language policy for on-the-job materials and communication with the public will help to reduce barriers for employees with low literacy skills and add further support to the literacy program.

4. Establish roles and responsibilities for all partners in the program.

The roles and responsibilities of program partners should be clearly defined, communicated and understood by all. A letter of agreement may be used to define the relationship or it may be covered in the collective agreement. The agreement may be between the municipal government and the union, or between the employer, the union and the agency delivering educational services.

5. Tailor literacy programs to each municipal workforce.

The content and form of a workplace literacy program should meet the needs of the municipal workplace as well as the individual workers. The committee should identify what is needed for their workplace and their workers. Job-related skills should be identified, as well as other skills that will maximize job security or increase a worker's potential for employment elsewhere in case of a lay-off.

6. Empower the employee and support employee goals.

A workforce literacy program should build on the experience and skill base that workers already have. Assessments should look at the total picture of what the worker wants to accomplish, not just at the skills that may be lacking.

7. Accommodate and respect the cultural, linguistic and racial diversity in the municipal workforce.

Today's workforce is composed of many ethno-cultural and racial groups. The number of women moving into non-traditional jobs is also increasing. Workplace programs should provide equal access for all groups. They should communicate clearly in English, French or other languages appropriate for the groups involved.

8. Promote the literacy program to employees in a positive, non-threatening manner.

All municipal employees should be informed about the program. If possible, all employees should be involved in some way in promoting the program. For example, they may be asked:

- to suggest ideas for advertising the program and recruiting participants;
- to distribute and explain information about the program;
- to tell a friend about the program and bring him or her along.

Notices, memos and posters about the program should be written in clear language to ensure the message is easy to understand. Where appropriate, posters in languages used by the workforce can be highly effective.

9. Make participation voluntary.

No one should be forced to attend the program - having a choice about participation is an important aspect of empowerment. Voluntary participation encourages learners to feel a sense of "ownership" for the program. Motivation and attendance are more likely to be high if participants feel it is their program. They are also more likely to take responsibility for keeping the program going.

There should be no stigma attached to attending the program and no threat to job security if workers do not want to participate.

10. Make the program accessible.

Barriers to participation must be identified and removed so that all employees who can benefit from the program will have the opportunity to do so. Programs should be held at convenient times and locations. Issues such as family responsibilities and transportation should be taken into consideration.

11. Respect the confidentiality of the participants.

Program participants must be assured that their individual progress will be kept confidential.

12. Develop an evaluation plan.

As part of the implementation plan, the committee should develop a program evaluation strategy that involves committee members, course instructors and students. The strategy should identify when and how the program will be evaluated. This approach will ensure that the program can be adjusted regularly to improve its effectiveness.[2]

2 During Phase 3 of the Literacy in the Municipal Workforce Project, an evaluation guide called, A Guide for Planning a Collaborative Evaluation for Municipal Workplace Literacy Programs was developed as a joint initiative of CAMA and the Workplace Education Centre of ABC Canada.

How is a Successful Workforce Literacy Program Developed?

Developing a successful workforce literacy program requires the cooperation of the municipal government, its employees and their unions. The development process should:

- create a sense of commitment among all the parties involved;
- design the program according to a thorough assessment of needs;
- set workable goals and policies;
- establish mechanisms that allow the program to flourish in the long-term.

The following sections describe methods to create commitment to the literacy program. Chapter 4 focuses on planning and implementing the program. Chapter 5 focuses on evaluation and methods to ensure the program's sustainability.

• Getting Stakeholder "Buy-in"

To make a workforce literacy program succeed, all the stakeholders must be committed to the initiative. Managers at all levels, unions, and workers must all see and understand: (a) the need for the program, (b) its importance, and (c) the benefits that will occur as a result of the program. In addition, they must all be committed to making the program, and a learning culture, part of the organization's corporate strategy.

Gaining commitment is an action-oriented process which is focused on building awareness, gaining support and implementing the program.

Building Awareness

The first step in gaining commitment is to raise awareness about the need for a workforce literacy program. If an individual or a group of people in the municipal corporation has knowledge about workplace literacy, they can highlight the issue and advocate for resources and programs within the organization. Anyone with knowledge about literacy issues or about specific skill

gaps in their workplace can become an advocate for workforce literacy. By sharing their knowledge they will build awareness and become a catalyst for change. Decision-makers who have credibility and respect within the corporation are important allies in building awareness and gaining commitment.

Developing Commitment

Municipalities with successful workforce literacy programs have found that creating a stakeholder committee is an important step in developing and keeping commitment. A joint labour-management committee has a greater ability to ensure that workplace literacy programs become an on-going part of municipal training and development strategies. Programs are more likely to be sustainable in the long-term when all parties are involved.

The City of Moncton developed its Workplace Education program in October 1998. They formed a Project Team made up of committed representatives from every section of the City's operations. Included were: four different unions, one group of non-union workers, the human resources department, NBCC (New Brunswick Community College)-Moncton, and Literacy NB Inc.. The broad membership of this Project Team ensures that every sector is well represented and all needs are being addressed.

Project Coordinator
Literacy NB Inc.

a) Forming a Stakeholder Committee

Stakeholders generally come together at the beginning of the process to identify needs and jointly develop a workforce literacy program.

The stakeholders may form a committee which has decision-making power or they may be part of an established committee. Ideally the committee should represent managers (including human resources personnel and operational managers) and union representatives.[3] Depending on the type of program established, the committee can also include the instructor(s) and the representative of organizations providing program funding, in either an advisory capacity or as committee members.

b) Roles and Responsibilities of Partners

The partners bring to the stakeholder committee their knowledge of, and dedication to, the issue of workforce literacy. They are prepared to commit time and resources to making the program work. The Committee's duties will include:

- conducting or overseeing the needs assessment;
- designing the workforce literacy program;
- establishing policies to guide the program's operations;
- recruiting participants and instructors;
- implementing and evaluating the program;
- making recommendations for changes to the program based on the feedback from instructors, participants and committee members.

3 Workers/participants in the workforce literacy program often are invited to be part of the labour-management committee when the program has been in-place for a period of time.

Fairness, flexibility and open communication should guide the Committee's work. Each partner should be free to presents his/her views knowing they will be respected.

c) Alternative Models

Some municipalities have used other models to reflect the realities within their workplace. Two examples are:

Literacy Champion: An individual within the municipal corporation (management, union, or worker) becomes the driving force to get the program started. He/she may work in cooperation with stakeholders or with a committee to highlight the issue, and to gain commitment for a workforce literacy program. Once a commitment is made and the program is operating, the champion may take on responsibility for program implementation, or work with a designated committee. The Cities of Vancouver, BC, and Bathurst, NB, have implemented programs through the efforts of a literacy champion.

Union Sponsored Programs: Municipal governments may also turn to the provincial Federations of Labour or district labour council to undertake a workplace literacy program. In this situation, there may be no formal labour-management committee or stakeholder committee. Municipal administrators provide information to the union on pertinent issues that could impact the program. The union assumes responsibility for all aspects of the program, from recruitment to program design and evaluation. The City of Saskatoon used the Saskatchewan Federation of Labour's WEST (Workers' Education for Skills Training) program. The City of Hamilton sent their employees to the Hamilton and District Labour Council's Worker Education Centre.

The Administrative Services Director for the City of Bathurst noticed that some workers could use basic skills upgrading to assist them on the job. Based on his recommendation, the City of Bathurst collaborated with Literacy NB Inc. to start a Workplace Education Program in June 1998. Union representatives were involved in meetings with union locals to inform them about the initiative and to enlist their support. In 1999, all the municipal unions and the Director met to review the progress of the program and recommend changes. This group became the Workplace Education Program Committee.

Ensuring that Channels of Communication are Open

It is important for the Stakeholder Committee to keep senior management, unions and elected officials informed of the progress of the workforce literacy program. Regular updates will keep these key people involved and committed to the workforce literacy program.

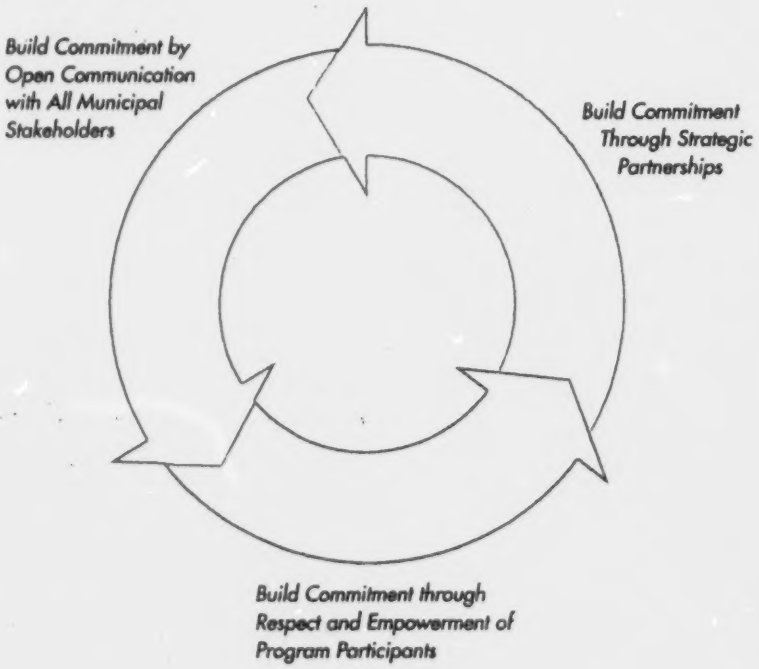
Provide regular written or verbal reports on the program to highlight successes, difficulties overcome and lessons learned. Anonymous testimonials from instructors, participants and committee members can also provide powerful evidence of the benefits of the program.

Our Committee found that the early involvement and approval from Council members and senior staff was instrumental in showing staff that there was commitment to the project from the top. We also found it important to keep them advised of the progress of the committee in order to ensure their on-going interest and commitment to the project.

Workplace Self Improvement Program Committee, City of St. John's, NF

Chart 1: Building Commitment for Workforce Literacy Programs

Chart 1 demonstrates the key principles for developing a municipal workforce literacy program


Build Commitment by Open Communication with All Municipal Stakeholders
Build Commitment Through Strategic Partnerships
Build Commitment through Respect and Empowerment of Program Participants

4

How Can We Plan and Implement a Successful Workforce Literacy Program ?

Planning the Program

Establishing a workforce literacy program requires the blessing of the employer and its unions. Often they are not sure what to expect from the program, or if it is even needed, especially if some training programs are already available. In most municipalities, however, existing training opportunities are linked directly to municipal services (for example, training in WHMIS, computers or the operation of heavy equipment). A basic skills program, on the other hand, gives workers the foundation skills to participate more effectively in work-related training. If "continuous learning" is a desirable goal for all municipal workers, training opportunities must be made available to workers at every level of the corporation.[4]

Avoid these pitfalls when planning your program:

- Creating mistaken or negative impressions of the program;
- Using words like "literacy" or "illiterate" in communications to staff. These words can be taken in a negative light and may discourage people from accepting and participating in the program. Positive terms used in municipal workplaces are: workplace foundational skills, workplace education, English/French upgrading, workplace self-improvement;
- Giving workers false hope about promotions and job security;
- Making participants feel guilty because they are not doing their jobs during class time;

4 Continuous learning policies generally indicate that the organization is committed to support and encourage opportunities for all workers to learn. They should be endorsed by management, unions, and workers at all levels. The policies guide development of training/learning opportunities, and ultimately affect the strategic direction of the organization.

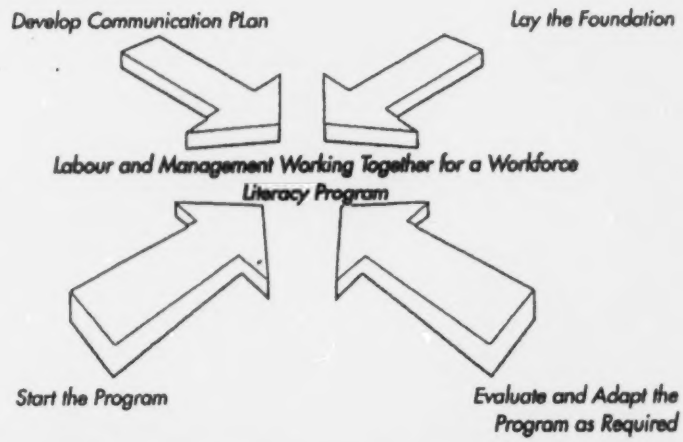
- Expecting immediate changes in productivity levels or health and safety standards. Remember that literacy is only one component of these issues. Allow enough time for workers to develop new skills;
- Not respecting the rights of participants and fellow workers;
- Asking for or expecting progress reports on individual employees in the program. Participants deserve the right to confidentiality while they are taking the courses;
- Singling out participants to show their colleagues their new skills;
- Expecting co-workers to do the jobs of participants during class time.

Getting Started

There is no "one way" to implement a workplace literacy program. The stages must be defined by the stakeholder committee.[5] The process will depend on the learning culture of the municipal workplace, the types of training programs already available, the relations between labour and management, and the knowledge of the issue that committee members have. Planning and implementation will go more smoothly if committee members have sufficient time during working hours to attend meetings and to carry out responsibilities related to the new program.

Based on experiences to date, the Literacy in the Municipal Workforce Project recommends that municipal governments follow the steps outlined below when planning a program. These steps provide the foundation for building the program and making changes as necessary.

Chart II: Planning A Sustainable Workforce Literacy Program


Develop Communication PLan
Lay the Foundation
Labour and Management Working Together for a Workforce Literacy Program
Start the Program
Evaluate and Adapt the Program as Required

5 Chapter 3 noted that the best process for planning a workforce literacy program includes creation of a stakeholder committee. It also noted that some municipal governments have modified the process to suit their unique characteristics. In this manual, the term "stakeholder committee" is used to refer to this step in the planning process, although we recognize that an alternative process may be used.

Essential Steps to Organizing a Workforce Literacy Program

- **Identify the Literacy Champion(s):**

This individual or group of individuals will take responsibility for mobilizing support for the workforce literacy program. The literacy champion will ensure that all stakeholders are consulted and kept informed. They will work with the program committee to carry out designated responsibilities.

- **Find or Form a Decision-making Stakeholder Committee:**

The stakeholder committee can be an existing committee that agrees to undertake the "cause", or it can be a new committee that represents all the stakeholders in the municipal corporation.

- **Gain Commitment from Senior Management and Council:**

A critical task for the stakeholder committee is to establish and maintain good communications with management, elected representatives and unions during the planning and implementation stages of the workforce literacy program. Good communications will keep these key people involved in the process and will contribute to the success of the program.

- **Set Goals:**

A key step is to set the goals for a program. These goals will allow the stakeholder committee to measure their progress in the long-term. The City of St. John's, NF provides a good example. The stakeholder committee agreed on two goals: (1) to raise awareness with all City employees about the workplace literacy program, and (2) to enable workers to take advantage of workplace education opportunities in a non-threatening environment. When the committee evaluates the program, they will assess how well they did in these two areas.

- **Set Policies:**

The stakeholder committee should ensure that the policies set for the workforce literacy program are realistic for the municipal workplace. At a minimum, three key areas should be addressed: voluntary participation in the program, confidentiality of student progress, how time to take part in the courses will be defined. Other issues that should also be considered include: scheduling and locations, instructional materials, and the promotion of clear communication/plain language for internal and external documents and signage.

Voluntary participation is essential to building a strong program. Participation and commitment is likely to be higher when employees can choose to participate. No one should feel forced to take part, and there should be no threat to job security if workers do not want to participate.

A policy of maintaining confidentiality for participants is key to encouraging workers to come forward. Participants need to know that they will not be treated differently by supervisors and fellow workers if they take part in the program. There must be no penalties for taking the time to participate. In addition, participants must be assured that their individual progress will remain confidential.[6]

Responsibility for the time during which participants attend the program must be clearly defined. Will the courses be on work time, shared time, or all employee time? Many workers will not be able to participate in the program if is not carried out at least partly on work time due to family responsibilities, transportation issues and fatigue.

Different models dealing with course time have been used successfully in the pilot programs.
For example:

- The City of Edmonton shares the time with participants on a 50-50 basis at the beginning or end of shifts.
- The City of Moncton does not give workers time off for the program.
- The City of Kingston generally scheduled its program to coincide with the end of shifts. However, workers were allowed to "bank" the hours during which the program took place outside of their shift and take them off at a later date.

We hired the Alberta Vocational College to design, develop and implement the needs assessment for three of our branches. We were given a full report on each Branch, which included an outline of the skills needed for the jobs, skill gaps, and recommendations for training programs to meet the needs. The reports were the foundation for planning our Workplace Education Programs, which provided courses in pre-trade math, writing and reading.

Workplace Education Program Committee
City of Edmonton

• Conduct a Needs Assessment:

The needs assessment provides a snapshot of the municipal workforce's requirements for basic skills training. It can also identify work areas that may need particular attention, and barriers that may hinder the program. In addition to this information, the needs assessment should provide recommendations to help the stakeholder committee make informed

6 After the program has been in-place for a period of time, confidentiality usually becomes less important in the municipal corporation. When the benefits of the program become apparent for the employer, unions and workers, new participants feel more comfortable taking part.

decisions about strategies and options. A needs assessment is generally characterized by the following:[7]

- involves a representative sample of workers, management and union leadership (usually about 10-15% of the workforce);
- focuses on the needs of the workplace and individuals;
- looks at the same areas with all participants;
- analyses the present organizational situation and culture to identify how best to establish a workplace basic skills program;
- identifies oral and written communication channels, and how well they are working;
- identifies training and organizational issues that could have an impact on any upgrading programs that are recommended.

When we advanced to the needs assessment phase we adapted a questionnaire from another pilot project to suit our needs - we had no desire to reinvent the wheel. The needs assessment questionnaire was completed first by the supervisors and then by front-line staff. This ensured that the supervisors were aware of the program and that they were brought into the project at an early stage.

Workplace Self Improvement Program Committee
City of St. John's

The needs assessment can be done by workplace literacy professionals, by members of the stakeholder committee or by another group that the committee has confidence in. The stakeholder committee will provide guidance for the design and scope of the assessment, including the tools and process that will be used. Data can be gathered from supervisors and workers through surveys, focus groups and personal interviews.

The pilot projects used a variety of methods for needs assessment. The Cities of Edmonton, Moncton and Bathurst hired community college staff to conduct their needs assessment in consultation with the stakeholder committee. In St. John's, the committee developed a survey to suit their workforce, and sent it to all supervisors and front-line staff for response. Stakeholder committee members in the City of Port Moody undertook a mini-assessment of workers to help them make appropriate decisions for their workplace.

• Set Program Priorities:

The needs assessment report helps the stakeholder committee make decisions about how to address workers' learning needs. The report generally indicates needs in the areas of reading, writing, math, communication skills, use of technology and problem solving. Workers may also identify computer literacy as a requirement for job-related functions. A program that addresses both basic skills and the use of technology may be a good way to encourage employees to get involved in a workplace literacy program. Some needs assessment reports have also highlighted other training needs such as stress management (City of Edmonton) and parenting skills (City of Moncton).

7 Waugh, Sue, *An Organizational Approach to Workplace Basic Skills*: A Guidebook for Literacy Practitioners, Ottawa YM-YWCA, 1992, p.24

The stakeholder committee sets its priorities based on the availability of human and financial resources, the needs of the partners, and community resources. Municipal governments have sometimes made their classes available to local businesses and families of workers as well as the municipal workforce. This approach has resulted in reduced costs per student, and a greater degree of comfort for workers when they can participate with a family member.

- **Choose the Program Approach:**

In most communities today, a variety of literacy programs are available, including general or job-specific upgrading, and workplace literacy. Computer/technology training may also be available. Program providers include school boards, community colleges, unions, community literacy groups, and private trainers.

For the most part, municipal governments in Canada have chosen to work with a community college or school board program, a union-run program or a community-based literacy program. Depending on the type of program, instruction is provided by professional teachers, peer instructors, or a combination of both. The teaching materials and approach can be adapted to suit individual work environments. For instruction materials, most programs use a combination of workplace documents and forms, teaching aids and materials chosen by the learners. Characteristics of the three types of program are described below.

1. Community College/School Board Programs:
    - Tailors program to meet the needs of the students and workplace;
    - Has trained instructors who go to the workplace to deliver programs;
    - Delivers career and college preparation to a grade 12 equivalency;
    - Teaches job readiness skills and GED preparation.

2. Peer Instruction:
    - Uses co-workers as instructors who facilitate small groups of participants;
    - Co-workers can increase the comfort level of participants who may be hesitant about returning to "school";
    - Co-workers know the culture of the workplace;
    - Focus is on the worker as a whole person with a wide range of learning needs and potential within and beyond the workplace;
    - Is generally run by union organizations.

3. Community-based Programs:

- Can be one-to-one instruction by peers or co-workers, or small class instruction;
- May use workplace materials and/or more broadly based educational materials for instruction;
- Often focus on the completion of subjects for diploma certification.

Municipal workplaces have also developed their own unique models to suit their needs. For example:

The City of Vancouver Workplace Language Program brings together workers and managers at all levels of the workplace. It includes English speakers as well as those who speak other languages. The program focuses on reading, writing and the expression of individual experiences in written form. Group discussions help participants to "make sense in English", increase their vocabulary, and understand grammatical structure.

The English program has been a big encouragement for me. It has helped my self-esteem. It has helped me communicate better with my co-workers.

Learner,
City of Vancouver

In the City of St. John's, the Writing in the Workplace: Writing Process with Workplace Content Program helps participants become better writers, while at the same time addressing stressful workplace situations. Participants become more effective writers by: (a) developing written scenarios to address real-life workplace problems, and (b) completing various narrative and technical work-related reports.

◦ **Decide on the Place and Time for Instruction:**
One of the key decisions that needs to be made is where the program will be run and when. The space should be easily accessible to program participants and should be available to accommodate shift workers.

Most municipal governments have training rooms that can be used for workforce literacy programs. Ideally, the program will have its own dedicated space where learning materials such as books, videos, and computers are available 24 hours a day. Such an arrangement allows program participants to "drop in" before and after shifts.

• **Develop a Marketing and Communications Plan:**
The workforce literacy program must be promoted to all employees in a positive and non-threatening manner. The partners on the stakeholder committee play a key role in ensuring that their networks are kept informed. The most effective methods to tell employees about the program seem to be:

- personal contact with fellow employees, either on a one-to-one basis or in information sessions;
- posters in the workplace;

- information included with pay stubs;
- flyers and e-mail.

When developing the communications plan, don't forget that the people you want to attract to the program may have low reading skills. All information should be in clear language to ensure that the greatest number of people can understand the message. In some cases, you may need to provide information in languages other than English and French.

- **Recruit Participants:**

Workers should be encouraged to come forward for the program by contacting the instructor, a union representative or a member of the stakeholder committee. Confidentiality is important at this stage to help a person get over any fears he/she may have.

Individuals should be assured that they will participate with the instructor or peer tutor to identify their own learning goals and the methods for measuring their progress. Testing of the worker's present skill level will be necessary to help the instructor set up the group and individual teaching plan.

5 How Do We Keep the Program Going?

Evaluating Success of the Program

A program evaluation will help the stakeholder committee analyze and understand the strengths and weaknesses of the program. It will help to identify what worked well and why, as well as the things that need to be improved. On-going evaluation enables all the partners to assess how successful the program is in achieving results and meeting the goals set for the program.[8] This information is essential to support continuation of the program.

An evaluation should be a joint effort between all the partners on the program committee and instructors. It should be designed so that:

- all of the partners learn as much as possible;
- the champion and committee partners can act on what has been learned to improve the design of future activities;
- the experience of the program can be shared with other organizations that operate workplace literacy programs.

Ideally, the evaluation process should be planned when the workforce literacy program is being established.

◦ Information Needs

The information which the stakeholder committee requires from the evaluation generally deals with the following:

> **Process:** "Is the program operating well?"

> **Results:** "How many people have participated? What can participants do now that they couldn't do before?"

8 An evaluation process for municipal workforce literacy programs was developed as part of the Literacy in the Municipal Workforce Project. CAMA cooperated with the Workplace Education Centre of ABC Canada to produce A Guide for Planning a Collaborative Evaluation for Municipal Workplace Literacy Programs.

Current or potential participants might want to know:

- Is the program accessible at convenient times and places?
- Did the learners like the program?
- Did they learn skills they feel are useful to them?
- What other courses might be offered in addition to those currently available?

Management might want to know:

- How many people have participated?
- How much is the program costing?
- How has participation benefited the people who took part and the organization?

Unions might want to know:

- In what way has the program benefited members?
- How do the goals of the program support the values of the union?
- Has participation in the union increased as a result of the program?
- Are members more aware of their rights?
- Are there any groups of workers who need the program but are not participating (for example, women, second language speakers or minority groups, shift workers, workers in a particular department or area)? Is there anything we can do to remove barriers to their participation?

• How is the Information Used?

Generally speaking, stakeholders want to know about program results and operations for several reasons:

- to decide if the program should continue to be funded/supported;
- to decide how to integrate the program and its goals with other organizational and/or union initiatives (policies, HR programs, etc.);
- to decide what improvements need to be made in the program.

The evaluation should answer the following questions to help assess the effectiveness of the program:

1. Did the learners like the program? (Satisfaction)
2. Did the learners learn new knowledge and skills? (Learning)
3. Did the learners use the new knowledge and skills? (Transfer)
4. Did the program produce the expected results? (Impact)

The most common ways to collect evaluation information are:

- one-on-one interviews with various stakeholders;
- focus group discussions with participants and stakeholders;
- course evaluation forms completed by participants.

Celebrating Program Results

◦ For the participants

It is important to acknowledge the success of those who have participated in the program. Certificates of participation may be presented at a ceremony that includes families and invited guests. The ceremony need not be elaborate - it is an opportunity to bring all the stakeholders, participants and instructors together in a positive environment. In addition to recognizing the personal achievements of the participants, their participation in the program should also be recognized as a contribution towards the municipality's goals. Taking a broad perspective is a good way of promoting the program and helping to entrench support for its continuation.

◦ For the municipality and unions

Look for ways to highlight program results in corporate newsletters, union publications and annual reports. Improvements in efficiency, cost savings, and increased job satisfaction are good news for employees, elected officials and the community at large. A good working relationship between the municipality and its unions on the workforce literacy program can lead to improved communications in other areas.

The City of Moncton program committee made changes to its program as a result of their on-going evaluation process, including:

- *Adding a one-week break between sessions so students could make up missed time.*
- *Giving achievement certificates based on participant progress.*

Instructor
City of Moncton

6 Literacy in the Municipal Workforce Pilot Projects

Phase 3 of the Literacy in the Municipal Workforce Project initiated five pilot projects in municipal workplaces across Canada. They represented municipal workplaces that were:

- in four Canadian provinces;
- on the east and west coasts;
- unilingual English, and bilingual English/French communities;
- small, medium and large urban municipalities.

The goals for the pilot projects were to:

1. raise awareness about municipal workforce literacy needs;
2. build commitment to municipal workforce literacy;
3. establish links and partnerships.

The pilot projects set their own time frames and progressed at a pace that was appropriate for their workplaces. As a result, some of the pilot projects have been in-place for almost two years, while others have had one to two instructional sessions at the time of writing.

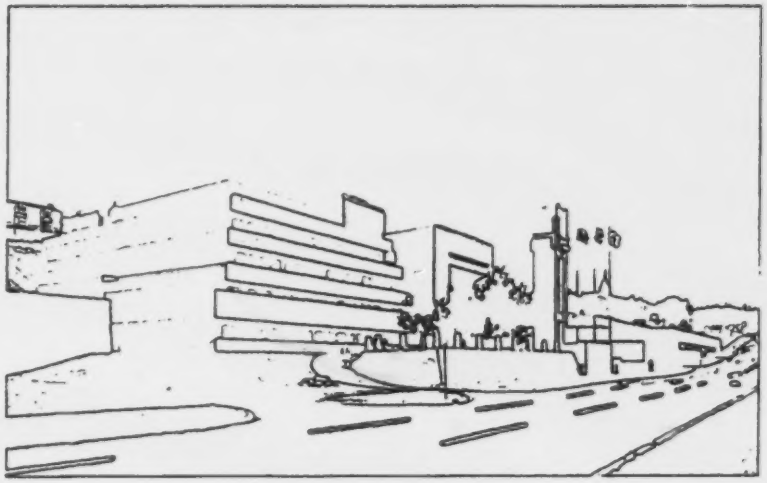
The following section profiles the five workforce literacy pilot projects and draws out the common themes that emerged from their experiences. We believe that the processes these pilot projects went through, and the lessons they learned, will enable them to become champions for workforce literacy with other municipal governments as well as with businesses in their own communities.

The "Writing in the Workplace" course made me realize that effective writing isn't just putting words on paper but that there is a standard set of guidelines to follow. If these guidelines are followed correctly you will certainly see a noticeable difference in your writing. If writing is a part of your daily work schedule you should certainly consider taking this course.

Learner
City of St. John's

The Writing in the Workplace Program helped me improve my skills in the area of planning, brainstorming, comparing, reviewing and editing. The instructors were informative and entertaining. My fellow classmates were very interactive and fun to be with, and our venue was perfect for this type of education course. Remember: "Our favorite attitude should be gratitude."

Learner
City of St. John's



City of St. John's (NF)
Workplace Self Improvement Program

In 1997, a stakeholder committee was established to address the issue of workplace education. All union locals and the City's Human Resources Department were represented on the committee. To collect the data for the needs and skills assessment, surveys were distributed to all supervisory personnel. The results indicated that City workers needed assistance with writing, oral communication, and dealing with stressful situations in the workplace.

Dr. William Fagan, President of the Newfoundland Literacy Development Council and member of the Regional Advisory Committee to the Program, developed a model called Writing in the Workplace: Writing Process with Workplace Content tailored for St. John's workers. The program accommodates the needs of employees at all levels of the municipal workplace. Twenty workers can take the course each time it is offered. Certificates of Achievement are presented at the end.

Several Community Services workers took courses provided by the Workplace Education Program. I have noticed that I do not need to spend as much time supervising their work, helping them problem solve on the job, and helping them fill in time sheets and other forms. They have gained self-confidence, which makes them better team players.

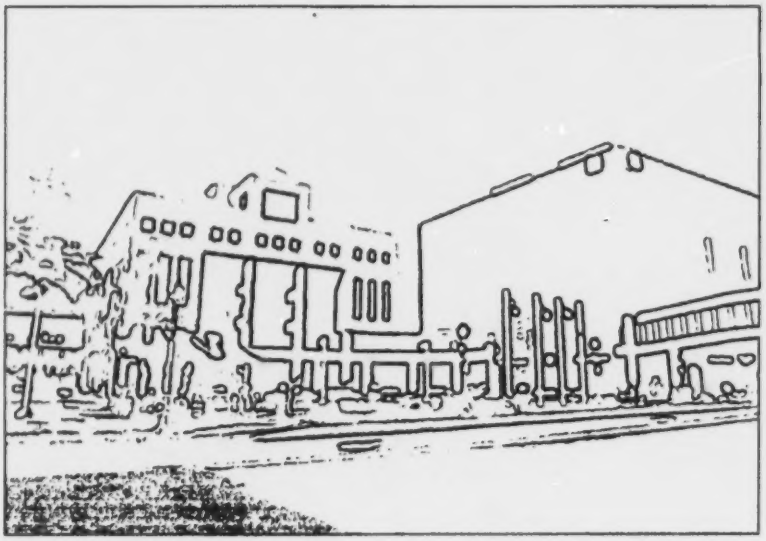
Supervisor
City of Moncton

Thanks to the Workplace Education Program, I feel a greater confidence when utilizing the computer (like most, I was afraid to misuse it). Now I am able to use this tool to perform tasks that I would have been doing by hand.

Learner
City of Moncton

The whole theme of the Workplace Education Program is a great idea and provides people who do not have time to learn on their own to have a chance to advance their skills.

Learner
City of Moncton



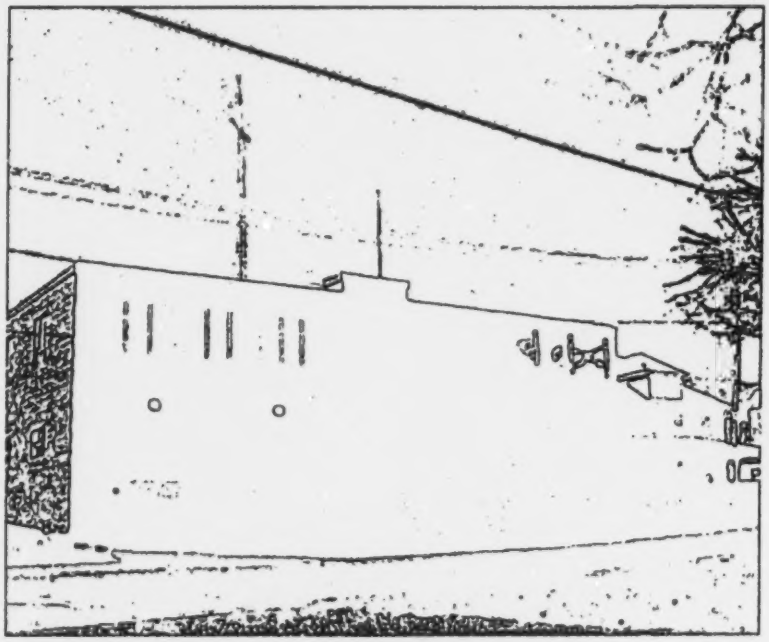
City of Moncton (NB)
Workplace Education Program

The Workplace Education Program is unique in three ways:

1. The Project Committee is composed of representatives from four municipal unions, management, Literacy NB Inc. CREW Program, and the Moncton Community College.
2. The program is driven by the needs of the employees, not those of management.
3. The courses are computer-centred for basic skills and advanced technology courses. Learners are not identified by the type of instruction received as it all takes place using computers.

The needs assessment identified a variety of training areas that could be covered by the Workplace Education Program, such as literacy, basic math and reading skills, GED upgrading, computer training, and special interest courses. In the Fall of 1998, two instructors began offering five-week training modules to employees between 8:30 a.m. and 8:30 p.m.. Employees take the courses on their own time before or after their shifts. Programs are also open to spouses and adult children. At the end of each unit, the students complete a self-evaluation. In addition, the program is evaluated each year by students, supervisors, unions and management. The instructors use the information from the evaluations to adjust the programs, change times, and add new segments.

In May 1999, the City of Moncton gave Certificates of Participation to 96 employees and family members.



In the past ten years the City of Bathurst has undergone five major changes that had impact on our workforce. They were: (1) the physical separation of departments that had previously functioned out of one building; (2) restructuring due to budget cuts; (3) the introduction and development of computer technology; (4) an increase in the number of francophone and bilingual municipal workers; (5) an improvement in labour-management relations. These changes "opened the door" for a Workplace Education Program in Bathurst.

Director
Administrative Services
City of Bathurst

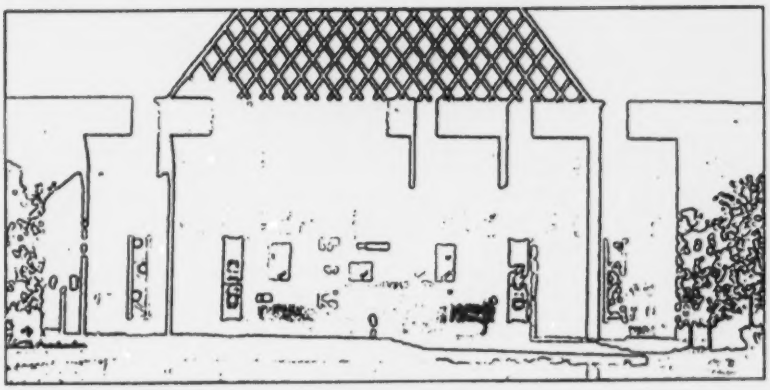
City of Bathurst (NB)
Workplace Education Program

The City of Bathurst began a Workplace Education Program during the Summer of 1998 with the support of Literacy N.B. Inc. and the local Community College. Initially, the focus was on GED upgrading and basic skills for the Outside Workers group. Eight employees or spouses signed up for the program. However, when attendance began to decline, it became apparent that changes were needed. The City decided to start over.

A Workplace Education Committee was formed, consisting of the Director of Administrative Services and representatives of the four C.U.P.E.union locals at the City of Bathurst, Police (Local 1497), Firefighters (Local 3040) Inside Workers (Local 1282), and Outside Workers (Local 550).

The Committee decided to conduct a corporate needs assessment to determine what courses and programs should be offered. With the assistance of Literacy N.B. Inc., a consultant was hired to complete the needs assessment. A number of key training and education priorities were identified and will be the focus of the City's Workplace Education Program:

- Computer training at all skill levels.
- French grammar for those whose first language is French.
- French conversation for workers whose first language is English.
- Communications.



City of Edmonton (AB)
Workplace Education Program

In 1996, a Steering Committee was formed, composed of three representatives each from CUPE locals and management. Over the next three years, the Asset Management and Public Works Department organized programs for (a) the Custodial Services Unit of the Civic Buildings Branch, and (b) the Construction and Design/Drainage Engineering Sections within the Drainage Services Branch. The Alberta Vocational College conducted needs assessments of each Branch to help define the programs. The Drainage Services program is described in this section.

Working with staff from the Alberta Vocational College, the Steering Committee held an evaluation planning session to set goals for a program. The goals were:

1. to provide essential skills training to enable workers to meet the challenges of change;
2. to help people be more successful in future training and education;
3. to provide people with workplace essential skills to help them perform daily workplace tasks with confidence and self esteem; and
4. to provide people with the skills to enhance their personal lives and community involvement.

The Workplace Education Program consisted of five segments taught by staff from the Alberta Vocational College. Seminars on learning to learn, basic computer skills, workplace reading, workplace writing, and pre-trades math were offered. Workers could sign up for one or more of the segments. The skill level of learners was tested prior to taking the reading, writing and math courses to ensure that training was at the appropriate level.

Approximately 70 learners took the courses, and 50 are on a waiting list for an Introduction to Computers course. Time to take part in the programs was shared equally by the City and the workers.

At work I feel more confident about writing and reading. At home I read a lot more.

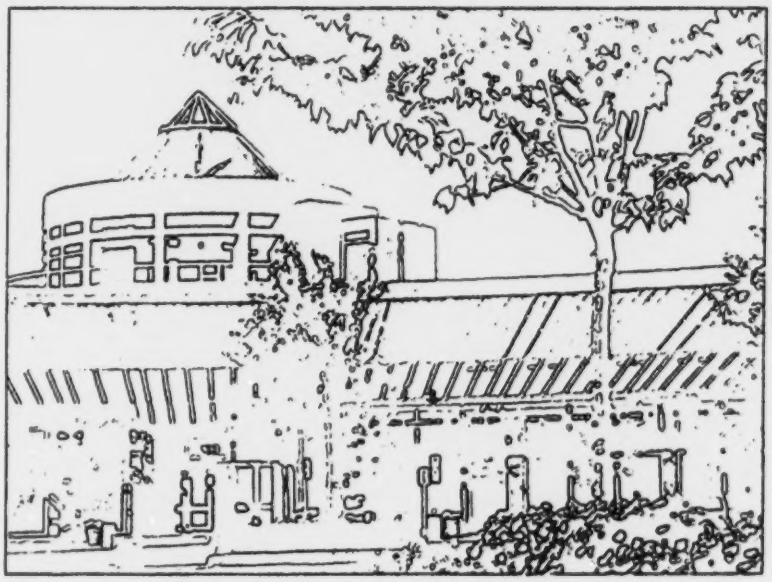
Learner
City of Edmonton

Knowledge is a gift!

Learner
City of Edmonton

This course is helping me pick out headlines and getting more out of what I am reading.

Learner
City of Edmonton



City of Port Moody (BC) Workplace Communication Skills Development Program

In the Spring of 1999, the City of Port Moody established a joint labour-management committee (three labour representatives and three management representatives) to address literacy needs of workers. The unions are taking an active role in promoting the program among members; the managers work with the senior management structure to secure commitment to the program. A City Librarian was seconded during the Fall 1999 to develop a needs assessment and implementation plan for the new program.

The first five-week course on basic computer skills began in the Winter 1999. Additional programs will be offered based on the information from the Fall needs assessment.

While the process of program implementation was a long one, the Committee enthusiasm has been strong. It was a time to reflect on the needs of City workers, raise awareness and build commitment among City stakeholders about the issue.

Common Themes From the Pilot Project Programs:

1. Stakeholder Committees:

Joint labour-management planning committees ensured that the process and program received on-going commitment at all levels of the municipal corporation. The joint committees helped to present the new initiative in a non-threatening manner to all workers.

2. Barriers:

The main barrier encountered by the pilot projects was the issue of shared time for course attendance or all on employee time. Shared time can impact the efficiency of work crews during peak times such as storms. In the pilot projects that recommended the courses be taken on employee time, they found that there was a high level of commitment to the program.

3. Communication Strategies:

Information about the new programs was generally publicized on posters, flyers, messages on pay stubs, one-on-one conversations and internal newsletters. The most effective method was the use of targeted messages on pay stubs because City employees generally read these materials. One advantage of the needs assessment process is that it triggers interest in the new initiative at an early stage of the planning process.

4. Employee Demand for Courses:

Once the programs became established, workers signed up for courses in large numbers. Several of the pilot projects had waiting lists for future sessions.

5. Impacts:

All the stakeholders have felt the impact of workforce literacy programs. Learners, unions and management have noted that employees are more self-confident in the workplace and home. Morale and job performance have improved. The stakeholder committees gave unions and management an opportunity to work together on a common goal. The result was a stronger relationship between them and better understanding in other workplace situations.

Key Learnings During the Planning, Implementation and Evaluation of Programs:

1) A needs assessment is an essential step that sets the stage for the program. It should identify gaps in knowledge and training. It can also be used to communicate the process to all stakeholders in the workplace.

2) The programs offered must be tailored to employee needs.

3) Unions must be an equal partner in the process. If they "buy in" to the program, the threats to job security and retaliation are alleviated.

4) Senior management support for short-term costs (such as materials, providing a room and time off) will pay off in the long-term through greater efficiency of operations.

5) Instructors are a key component in the success of the workplace education program. They must be sensitive to the needs of adult learners, make the program enjoyable, and use instruction materials from the workplace and community.

Advice for Municipal Workplaces That Are Considering A Workforce Literacy Program:

- Set your goals, be patient and persevere.
- Obtain senior management support for the initiative.
- Conduct a needs assessment to guide you in the choice of curriculum.
- Keep the lines of communication open between all stakeholders.
- Recognize that some impacts can be measured (e.g.: less supervisory time required for day-to-day functions) while others can not (e.g.: increased self esteem). The overall results will have positive benefits for the learner, the workplace, and the community.

7

What Learning Materials and Resources Can Help Get Us Started?

There are many publications on the subject of adult literacy and workforce literacy. To help you get started we have compiled a list of reference and instructional materials. They will give you information to help you make decisions about a workforce literacy program, and the processes that might suit your needs.

Select Bibliography of Adult Literacy Resources

General Reference Materials

Canadian Labour Congress, ***Learning in Solidarity Series (Learning for our Lives:*** *A Union Guide to Worker-Centred Literacy; Bargaining Basic Skills: What Unions Should Know about Negotiating Worker-Centred Literacy Programs),* 2000

Movement for Canadian Literacy, *Organizing Adult Literacy and Basic Education in Canada,* Ottawa, 1992

Nutter, Patricia, *The Writing's on the Wall: Investing in Municipal Workforce Literacy,* Canadian Association of Municipal Administrators, Ottawa, 1996

Partnerships in Learning, Workplace Basic Skills: *A Study of 10 Canadian Programs,* Ottawa, 1995

Taylor, Maurice; James Draper, eds., *Adult Literacy Perspectives,* Toronto, 1989

Taylor, Maurice; Glenda Lewe; James Draper, eds., *Basic Skills for the Workplace,* Toronto, 1991

Taylor, Maurice, ed., *Workplace Education: The Changing Landscape,* Toronto, 1997

Waugh, Sue, *Workplace Literacy and Basic Skills*, National Literacy Secretariat, Ottawa, December 1990

Curriculum Materials

Belfiore, M.E., and B. Burnaby, *Teaching English in the Workplace*, Toronto, 1995

Canadian Urban Transit Association, *Workplace Information Skills Enhancement in Transit: Writing for Transit Operations*, Toronto, 1997

Johnston, Wendy, *Labour Initiated Literacy programs in Canada*, National Literacy Secretariat, Ottawa, 1994

Ontario Ministry of Skills Development, *How to Set Up Literacy and Basic Skills Training in the Workplace*, Toronto, 1993

Ottawa YM-YWCA, *An Organizational Approach to Workplace Basic Skills: A Guidebook for Literacy Practitioners*, Ottawa, 1992

Plett, L, *Workplace Instructors Handbook*, Literacy Workers Alliance of Manitoba, Winnipeg, 1994

Sauvé, V.J. Nicholls; L. Crawford, *Time for Basics, English Language Professionals*, Edmonton, 1991

Needs Assessment Resources

ABC Canada, *Collaborative Needs Assessment*, Toronto, 1994

Jurmo, Paul, *Individual Assessment: Clarifying Learner needs, Abilities, Interests, and Progress*, Learning Partnerships, East Brunswick, NJ, 1995

Klassen, C. and J. Robinson, *An Approach to ESL Literacy Assessment*, Ministry of Advanced Education, Victoria, 1992

Clear Language Guidebooks

Baldwin, Ruth, *Clear Writing and Literacy, 2nd edition*, Ontario Literacy Coalition, Toronto, 2000.

Canadian Labour Congress, *Making it Clear: Clear Language for Union Communications*, Ottawa, 1999

Multiculturalism And Citizenship Canada, *Creating a Plain Language Zone: A Manager's Handbook*, Ottawa, 1991

Multiculturalism and Citizenship Canada, *Plain Language Clear and Simple*, Ottawa, 1991

Grotsky, Rose, *Get to the Point: A Strategy for Writing Clearly at Work*, Toronto, 1999.

Audio-Visual Materials

ABC Canada, *Workplace Education*, 1995

Canadian Federation of Labour, *Literacy for Workers*, Ottawa

Capilano College and the Hospital Employees Union, BC, *Working Together, Moving Ahead*, 1999

Frontier College, *The Clear Writer's Hit Squad*, Toronto, 1991

Frontier College, *The Clear Writer's Hit Squad: Video Workshop Leader's Guide and Core Materials*, Toronto, 1991

Literacy New Brunswick, *Learning for the Workplace*, 1995

National Literacy Secretariat, *Presentation on Plain Language Clear and Simple*, Ottawa, 1992

Ontario Federation of Labour, *BEST for Us*, 1989

Ontario Ministry of Education, *Issues in Workplace Literacy*, Toronto, 1991

French Resources

Congrès du travail du Canada, ***Apprendre dans la solidarité:*** *(Apprendre pour la vie: Guide syndical d'alphabétisation pour les travailleurs et les travailleuses; Comment négocier la formation de base pour les travailleurs et les travailleuses: Guide syndical)*, Ottawa, 2000

Congrès du travail du Canada, *Écrire pour agir: Guide de communications syndicales claires et simple*, Ottawa, 2000

La Fédération du Travail de l'Ontario, *Ça ouvre un porte*, 1989

Nutter, Patricia, *Les Mots pour l'écrire: l'alphabétisation en milieu de travail municipal*, Association canadienne des administrateurs municipaux, Ottawa, 1996

Secrétariat national à l'alphabétisation, *Pour un style clair et simple*, Ottawa, 1990

Secrétariat à la condition des personnes handicapées, *Le Pouvoir des mots*, Ottawa, 1991

Where Can We Get Advice or Help?

Province/ Territory	Literacy Coalitions	Provincial Federations of Labour	Provincial Government Literacy Coordinators
ALBERTA	Alberta Association for Adult Literacy 332 6th Ave. SE Calgary, AB T2G 4S6 Tel: (403) 297-4994	Alberta Federation of Labour 350-10451 170th St. Edmonton, AB T5P 4T2 Tel: (780) 483-3021	Alberta Advanced Education & Career Development 10155-102 St. 8th Floor, Commerce Place Edmonton, AB T5J 4L5 Tel: (780) 427-5704
BRITISH COLUMBIA	Literacy BC 601-510 West Hastings St. Vancouver, BC V6B 1L8 Tel: (604) 684-0624	BC Federation of Labour 200-5118 Joyce St. Vancouver, BC V5G 1H1 Tel: (604) 430-1421	Ministry of Advanced Education, Training & Technology PO Box 9877 STN PROV GOVT Victoria, BC V8W 9T6 Tel: (250) 387-6174
MANITOBA	Literacy Partners of Manitoba 998-167 Lombard Ave. Winnipeg, MB R3B 0V3 Tel: (204) 947-5757	Manitoba Federation of Labour 101-275 Broadway Ave. Winnipeg, MB R3C 4M6 Tel: (204) 947-1400	Dept. of Education & Training 400-209 Notre Dame Ave. Winnipeg, MB R3B 1M9 Tel: (204) 945-8247

Province/ Territory	Literacy Coalitions	Provincial Federations of Labour	Provincial Government Literacy Coordinators
NEW BRUNSWICK	NB Committee on Literacy 88 Prospect St. West Fredericton, NB E3B 2T8 Tel: (506) 457-1227 Fédération d'alphabétisation du NB Inc. Case postale 1965 Grand-Sault, NB E3Z 1E2 Tel: (506) 473-4404	NB Federation of Labour 208-96 Norwood Ave. Moncton, NB E3A 2R7 Tel: (506) 458-1087	Dept. of Education 470 York St. PO Box 6000 Fredericton, NB E3B 5H1 Tel: (506) 453-2169
NEWFOUNDLAND & LABRADOR	Literacy Development Council of Nfld & Labrador Arts & Culture Centre St. John's, NF A1B 3A3 Tel: (709) 737-3964	Nfld & Labrador Federation of Labour 36 Austin St. PO Box 8597, Station A St. John's, NF A1B 3P2 Tel: (709)754-1660	Dept. of Education PO Box 8700 St. John's, NF A1B 4J6 Tel: (709) 729-5383
NORTHWEST TERRITORIES	NWT Literacy Council PO Box 761 Yellowknife, NWT X1A 2N6 Tel: (867) 873-9262	NWT Federation of Labour PO Box 2787 Yellowknife, NT X1A 2R1 Tel: (867) 873-3695	Dept. of Education, Culture & Employment PO Box 1320 Yellowknife, NWT X1A 2L9 Tel: (867) 920-3482

Province/ Territory	Literacy Coalitions	Provincial Federations of Labour	Provincial Government Literacy Coordinators
NOVA SCOTIA	NS Provincial Literacy Coalition PO Box 1516 Truro, NS B2N 5V2 Tel: (902) 897-2444	NS Federation of Labour 212-3700 Kempt Road Halifax, NS B3K 4X8 Tel: (902) 455-4180	Dept. of Education & Culture 2021 Brunswick St. Halifax, NS B3J 2S9 Tel: (902) 424-5191
ONTARIO	Ontario Literacy Coalition 1003-365 Bloor St. East Toronto, ON M4W 3L4 Tel: (416) 963-5787 La coalition francophone pour l'alphabétisation et la formation de base en Ontario 344, promenade Youville Orléans, ON Tel: (613) 824-9999	Ontario Federation of Labour 202-15 Gervais Dr. Don Mills, ON M3L 1Y8 Tel: (416) 441-2731	
PRINCE EDWARD ISLAND	PEI Literacy Alliance PO Box 400 Charlottetown, PEI C1A 7K7 Tel: (902) 368-3620	PEI Federation of Labour 113-420 University Ave. Charlottetown, PEI C1A 7Z5 Tel: (902) 368-3068	Dept. of Education PO Box 2000 105 Rochford St. Charlottetown, PEI C1A 7N8 Tel: (902) 368-6286

Province/ Territory	Literacy Coalitions	Provincial Federations of Labour	Provincial Government Literacy Coordinators
QUÉBEC	Literacy Partners of Quebec 3040 Sherbrooke St. West Montreal, QC H3Z 1A4 Tel: (514) 931-8731 (poste 1413) Regroupement des groupes populaires en alphabétisation du Québec 2120, rue Sherbrooke est Montréal, QC H2K 1C3 Tel: (514) 523-7762	Fédération des travailleurs et travailleuses du Québec 545 boul. Crémazie est 12e étage Montréal, QC H2M 2V1 Tel: (514) 384-9681	Ministère de L'Éducation 1035, rue de la Chevrotière Québec, QC G1R 5A5 Tel: (418) 644-0220
SASKATCHEWAN	Saskatchewan Literacy Network 220-3rd Ave. South Saskatoon, SK S7K 1M1 Tel: (306) 653-7178	Saskatchewan Federation of Labour 220-2445 13th Ave. Regina, SK S4T 1J3 Tel: (306) 525-0197	Sask. Post-Secondary Education & Skills Training 4th Floor, 2151 Scarth St. Regina, SK S4P 3V7 Tel: (306) 787-2513
YUKON	Yukon Learn Society 308 Hanson St. Whitehorse, YT Y1A 1Y6 Tel: (867) 668-6280	Yukon Federation of Labour 106 Strickland St. Whitehorse, YT Y1A 2J5 Tel: (867) 667-6676	Dept. of Education PO Box 2703 Whitehorse, YT Y1A 2C6 Tel: (867) 667-8213

For Further Assistance Contact:

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